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ABSTRACT

This chapter examines the need for and practice of instructional development within the liberal arts college. The context of the liberal arts college is described, the likely demand for liberal arts education by society is examined, and new evidence for the effect of a liberal arts education on the student is explored. The potential and actual demands for instructional development in the liberal arts college are discussed, and five strategies are suggested for instructional developers in a liberal arts setting: (1) promotion of the liberal arts concept; (2) work with curriculum committees; (3) work with faculty development programs; (4) work with other college change agents; and (5) promotion and support of funding activities. The chapter concludes by suggesting ways in which the instructional developer can be more productive and visible in the liberal arts arena. (18 references) (Author/EW)

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Chapter 34

Promoting the Liberal Arts and Instructional Development

Robin E. Lawrason

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Instructional development has a slightly different flavor within each of the settings within which it is practiced. The present chapter examines the practice of ID within the liberal arts college, analyzing both its problems and its potentials. The usefulness of this to those engaged in ID within liberal arts colleges is obvious. For those of us not in this position, this chapter is also of value, since many of the suggestions and much of the analysis also can be applied to other areas of higher and public education, the health professions, industry and the military.

Higher education is faced with many challenges as it moves into the 1980s. Despite an increasing demand for adult education, many established institutions, particularly liberal arts colleges, have experienced a decline in enrollment and economic stability. The loss of students has not only affected the direct revenues of such colleges and universities, but also has led to the loss of state and federal support in terms of subsidies and priority treatments. The trends away from traditional forms of higher education have serious implications for the growth and development of existing liberal arts programs, and for the instructional development units which serve them.

In the first of a projected series of studies on economic trends in higher education, Minter (1979) examined seven key economic indicators: enrollment, current revenue, employment, capital contract commitments, expendable reserves, voluntary giving and surplus revenues. The first study found that all indicators still show positive trends, but that the strength of these trends has diminished, signalling more difficult times ahead. Many studies done on enrollment projections in higher education support this prediction. Basically, studies show that the number of 18 year-olds who will graduate from high schools will drop drastically in the early 1980s. Centra (1979) predicts an 18% decline over the decade, with 1.7 million fewer students enrolled by 1985.

CHANGES IN STUDENT PROGRAM SELECTION

At the same time that fewer students are attending colleges and universities, fewer students of those who have enrolled are choosing traditional general liberal-arts study programs. A recent study published in The Chronicle of Higher Education (Magarell, 1980) graphically illustrates this change in student program choice over the last ten years. The percentage of both men and women choosing arts and humanities subjects has fallen drastically from 1969 to 1979. Whereas 21.5% of women chose this area of study in 1969, only 12.9% chose it in 1979. The percentage of men choosing arts and humanities dropped from 16.3 to 10.7 during the same period. In contrast, the percentage of women deciding upon business subjects increased from 12.5 to 23.1. There were also small increases in areas such as the sciences, social sciences, and professional fields. The only other field with a significant decline was education.

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Magarell notes that overall attitudes, particularly among women, appear to be more career-oriented and of a more practical nature than were the attitudes of students in 1969. Students showed a decline of interest in traditional "liberal arts" values such as developing a philosophy of life, keeping up with politics, getting a general education, becoming more cultured, or meeting interesting people. There was a corresponding rise in the students' interest in career goals such as being financially well off, being recognized by their peers, contributing to scientific theory, an becoming and authority in their field.

It would appear that today's college student is seeking practical and useful skills from her or his education beyond high school. As a result, liberal arts programs within higher education are loosing out to professional schools such as business, communications, engineering, health sciences, law, and social administration in attracting the declining student population. The greatest challenge for the liberal arts in continuing their important role, however, is not from competition from others within formal higher education. Adult education is now being provided for a wide variety of non-traditional learners by churches, corporations, cultural institutions, industries, social agencies, and unions.

CHANGES IN STUDENT POPULATIONS

At a time when the number of 18 year-old high school graduates is diminishing, there is an increasing growth in the number of adult Americans who are seeking some kind of learning experience. In a special issue of Change magazine, "Education and work," Bonham (1979) estimates that, while 60 million people are in some form of instructional setting, 46 million of those are outside our formal school and college system. He also notes that the need for adult learning is equally impressive, with 65 million Americans lacking basic competency skills, 15 million more lacking college degrees, and 12 million more requiring some form of in-service education. In order to survive, Bonham challenges academic institutions to use "the best human imagination, new communication technologies, and high institutional courage" to meet the needs for adult learning and renewal.

In the same issue of Change, Bolles (1979) reports that 83% of those adults who are looking for further learning experiences were triggered by either voluntary or enforced career changes. According to a College Board study cited by Bolles, 40 million Americans are experiencing some sort of transition in their lives as workers. He notes, however, that 60% of the instruction related to career transition is provided by the military, by industry, and by unions. Higher education must then consider what it can do to further the worker's development. Bolles suggests continued efforts through remedial and vocational courses and career services, but more importantly, more attention to specific functional skills, self management, and the use of self-directed materials. He warns, however, that program changes are not enough; institutions must redefine their own mission first.

Similarly, Bengtsson (1979) challenges higher education to respond to the impact of new technologies upon people in the workplace. While the new technologies require fewer people to produce them, they require more people to apply them in useful and creative ways. The question remains whether traditional educational institutions will pick up this challenge, or whether we will see the development of a new private educational sector. Koontz (1979) is more optimistic and argues that only the university has "the visibility, the credentials and the access to the media that will be necessary to make the worker's education a serious topic of concern." She argues that the universities, through their specialized faculties, could provide the programs and services for adequately dealing with the worker's concern.

THE LIBERAL ARTS AND NEW TECHNOLOGIES

Can the liberal arts, our traditional source for the study of the humanities and social sciences, utilize new technologies to reach those new learners, define their needs, and assist them in coping with changes in their work and in society? Many liberal arts faculties have been uncomfortable with technology and have decried its encroachments upon personal liberty, human dignity, and intellectual growth. While many have not been reluctant to use high-speed computers to collect and process their research data, fewer have been able to apply any of the available technologies to their teaching. Instructional development (ID), a technology for improving instruction, has been active in higher education over the last 20 years. At a time of rapid change, within the liberal arts particularly, it would seem that ID should be examined further by those who are looking for ways in which to respond to the demands of new learners and new objectives.

THE LIBERAL ARTS AND INSTRUCTIONAL DEVELOPMENT

Even when enrollments and resources were abundant, instructional development was never easy to promote in many areas of higher education. Especially in the liberal arts areas, faculties have long been suspicious of professional educators with their jargon, technology, fads, formulae, and most of all with their many failures. Traditionally, few liberal arts colleges have been able to provide those factors that most developers cite as being essential to successful ID: faculty incentives, administrative support, faculty involvement, creative and politically-placed project directors, and effective support services (e.g., Lawrason and

Hedberg, 1978-79).

After over 20 years, instructional development seems to have had little impact upon liberal arts education. Many institutions of higher education do not even have ID services. Liebler (1978-79) reports that only 46 out of the 130 institutions in the Illinois region had an ID faculty. Gustafson (1978) deplores the lack of a solid theoretical base for ID, and paints a rather gloomy future for the field in higher education. He questions whether many in the profession really do ID. He asks how many well-documented cases there are, and whether those that do exist are relevant to ID in higher education, or are effective in promoting ID. Thus it is perhaps not surprising that liberal arts colleges have been reluctant to utilize these or other new and unproven technologies in their teaching.

In addition, the existing highly volatile organization of most liberal arts faculties makes it difficult to implement significant changes in instructional programs. In an atmosphere in which the academic independence of the individual professor is protected, and in which departments regularly rotate administrative and committee duties, it is difficult and time-consuming to maintain communication and to develop consistent and informed policies or procedures. ID will continue to have little success in higher education unless significant changes occur in institutional mission, in faculty attitudes toward the use of technology to improve teaching, and in political structures to implement change fairly and reasonably.

POTENTIAL FOR ID IN THE LIBERAL ARTS

With the beginning of the eighties, there are indications that changes are already occurring within some liberal arts colleges. These changes have great potential, not only for regenerating liberal arts curricula and leadership in post-secondary education, but also for providing new opportunities for instructional development.

"Back to the basics" has been a popular cry for the last few years. It is slowly becoming clear that teaching the basics is no simple task for educators in post-secondary institutions. Only recently have English and math teachers realized that they require more assistance from a variety of resources, including instructional development, if they are to make progress in conquering the learning deficiencies of entering freshmen.

Without recounting here the numerous reasons, it is sufficient to say that most colleges and universities have had to establish programs to teach the basics of reading, writing, math, and study skills. Whether or not such students should be admitted in the first place will continue to be debated. The fact is that they have been admitted and they require help if they are to make progress in any degree program. The attrition problem in many institutions is often related to the failure of students who lack the basic skills needed to make headway in remedial-type programs. Colleges in this era of declining enrollments cannot afford to lose these students if there is a chance that they can be brought up to passing standards.

By-and-large it has been the liberal arts faculties who have been faced with the task of providing basic-skills programs. Tremendous effort and expense have gone into such programs. Not only are faculty members burdened with the tremendous task of setting up remedial programs for increasing numbers of students, they are also discovering that their traditional methods and materials are only partially successful. Despite their efforts, there are many students who seem to get stuck or lost in these large programs and keep repeating them without making progress. Program directors once simply assigned graduate assistants or "spare" faculty members to the teaching of standard grammar or of writing skills in standard classroom fashion. They are now beginning to realize that this traditional approach is no longer adequate for solving the numerous kinds of problems faced by the many different kinds of individuals who are placed in these programs. The old "sink or swim" laissez-faire philosophy is costly, not only in terms of individuals it condemns to ignorance, but also in terms of the student enrollment fees lost.

Those institutions that have decided to assist students with skill deficiencies, whether for altruistic or for economic reasons, have begun to develop procedures which will help to retain such students by dealing with individual student needs. On the surface, a lack of ability to organize and write thoughts seems to be simply a lack of basic writing skills. Poor diction, punctuation, grammar, or organization, however, may also be an indicator of motivational, emotional, intellectual, or cultural difficulties, or may even be a symptom of a learning disability. Only through the use of better assessment techniques and instruments can these differences or specific problems be identified and diagnosed. Once diagnosed, the task of prescribing the appropriate "treatment" for the individual student is much easier.

Instructional development skills, along with those of educational research and measurement, are needed in order to correct many of the problems involved with providing the right "basic skills" for the right person. ID specialists can serve as a valuable resource to basic-skills faculty members by helping them to specify content and objectives, in selecting appropriate learning strategies and in developing various learning resources. In particular, their knowledge of the latest developments in self-study, media utilization, and computer technology will be indispensable to faculty members charged with providing the variety of individualized materials and processes needed to remedy the numerous specific skill deficiencies which more precise assessment instruments indicate should be provided for students.

A second hopeful trend in the liberal arts is the move away from rigid specialization in specific

academic disciplines towards a conceptual or thematic focus. Faculty members from various disciplines have formed alliances to study such topics as American studies, Black studies, women's studies, urban studies, etc. Here, specialists from the traditional disciplines band together to investigate a problem or an area of common interest, but each from her or his own viewpoint: art, language, history, anthropology, sociology, geography, psychology, etc.

Faculty members who have broken out of molds of subject-disciplines have often proven able to break out of old molds of teaching approaches. Interdisciplinary methods for approaching an area of inquiry often demand the visualization of concepts through films, slides, and other media. In order to develop a commonly agreed-upon curriculum, faculty members are faced with the need for cooperative discussion and for planning to a degree which was never required when they used traditional approaches, in which each scholar basically worked alone. With this ground-work of shared specialities and cooperative planning, the role of the instructional developer can more easily be introduced. In an atmosphere already accepting of others' expertise, the ID professional can more easily contribute her/his own experiences and skills.

A third trend in liberal arts curricula may also improve the future outlook for the expert in instructional development. In reaction to the demand for open and "relevant" curricula during the sixties, many institutions eventually did away with all course requirements and allowed students free choice to pick desired options. After a decade of this open approach, educators began to note that students had a few common educational experiences, and many lacked even a rudimentary awareness of their own or any other intellectual heritage. As the eighties begin, this trend has reversed, and many institutions are returning to basic requirements. The re-implementation of old program requirements presents another possibility for meaningful assistance by those with ID skills.

Harvard University began in the mid-seventies to debate and develop new core requirements (Wilson, 1978). There was a surprising unanimity among faculty members and departments concerning what those requirements should be. Despite fears by those departments not involved, the consensus was strongly in favor of a general education approach. Wilson notes that Harvard is still in the beginning of their efforts to revitalize general education, and that "ultimately everything depends upon the existence of good teachers." The focus upon the faculty member as teacher is vital to the concerns of the instructional developer. Faculty members will require greater resources to help them develop and grow as teachers of today's students than they did in the past.

The new core curriculum, moreover, does not necessarily mean a need to return to the old "Chinese menu" type of undergraduate program. Some institutions have attempted to rethink the entire approach to the subject matter and to use new curricular approaches. Temple University, for example, has had long and positive experience with interdisciplinary approaches. Recognizing the need to provide a common educational experience for students, the Temple liberal arts faculty has developed an Intellectual Heritage "core curriculum". The "core curriculum" will be developed and taught jointly by faculty members drawn from such departments as anthropology, English, foreign languages, history, philosophy, religion, political science, sociology, and speech.

This innovative approach breaks traditional patterns of faculty/student interaction and provides an excellent opportunity for the instructional development staff of the unversity to offer assistance at all levels of program planning and implementation. Course organizers have already indicated a desire to utilize visual formats to demonstrate the various cultures to be reviewed in the course. One problem in teaching the course will be the necessity for highly specialized faculty members to present and discuss information from outside of their own fields. By using audiotapes, slides, videotapes or print materials prepared by colleagues, the faculty and students can gain access to a wide variety of specialized information and thought from their various colleagues throughout the college. The college's learning center has the staff and facilities for assisting the "core" faculty in the development and implementation of their program, both in the classrooms and in self-study areas.

The fourth factor that has the potential to increase the demand for specialists in instructional development in the eighties is the increased availability of complex technological delivery systems. It has become almost axiomatic in any discussion of instructional technology over the last 30 years to mention the fantastic speed with which the current electronics revolution has occurred. The "golden age" of the teaching machine was forecast even as far back as the early part of this century. As the eighties begin, however, the realization of this long-awaited instructional capability is upon us. The miniaturization of electronic circuitry and the use of laser technology has reduced the size and cost of computer and video systems while increasing their speed and capacities. With cost and size problems being remedied rapidly, we will undoubtedly have a relatively inexpensive technology to randomly access verbal and visual information almost instantaneously.

The major problem with this growth, as it has been throughout this century, is that the technical sophistication of such advancements far exceeds our abilities to apply and utilize this hardware for providing meaningful educational experiences. Those involved in the design and development of instruction have a responsibility, first to be aware of these advances, and second to translate them into a form which is usable by their faculties.

The new hardware can provide students with

new potential for obtaining a wider variety of information, for interacting actively in problem-solving exercises, and for designing their own learning profiles based upon their skills, abilities, and interests. This new technology, however, demands planning and design at a level of precision not usually practiced by those faculty members who are still using traditional teaching strategies. Learning objectives need to be specified clearly; levels of ability determined; tests developed; exercises created at various ability levels; and resource materials located, sorted by knowledge levels, and converted into formats compatible with desired instructional methods and resources. This level of planning, production, and testing is clearly beyond the capacity of the average faculty member, either because of the variety of new skills required, or the time it would take to complete such rigorous tasks. If new technologies are to be integrated into traditional curricula and institutions, then ID skills will most certainly be required, along with those of the teacher, the evaluator, and the resource specialist. Exotic hardware technologies are useless to those in higher education without accompanying procedural technologies. ID is a technology of analysis and design which can aid human decision-making. ID professionals thus can assist teachers in applying and utilizing those aspects of new hardware technology which have the potential either to save time or energy, or to open new educational experiences not possible through any other means.

It is becoming increasingly clear that scholars in the liberal arts cannot ignore the fact that we are in the midst of a revolution in communications and learning technology. While the primary resource of most academics remains the printed page, they cannot deny that other forms, such as television, radio, telephones, and the computer are the major communication media for the average person today. It is now fact, not prediction, that within this decade even the familiar Library of Congress card catalog will disappear as all library reference systems convert to on-line terminals. Thus, those in the liberal arts need to continue and intensify their study of the application of these new technologies to human issues. But thus far it has been communication corporations, industry, the military, and government agencies who have taken the lead in developing complex new technologies for communications and training.

One hopeful sign that a theoretical base is beginning to be developed around elements of the new technologies is seen in the growing interest in concepts such as "computer literacy", "film literacy", and "visual literacy." New theories are emerging which attempt to inform people about the structures, the characteristics, and the positive and/or negative effects that these new inventions have upon human communication. Many of these approaches have come from faculty members in liberal arts disciplines. Interaction among those who develop these critical theories, those who develop the technologies, and those who design and develop instruction is essential in order to communicate problems and concerns and to exchange ideas on how these new technological developments can positively affect human communication and learning.

Moreover, it has been the task of many humanities scholars to monitor advances in science and technology in order to study their ethical and social implications. The scientific community has been reminded dramatically of the need for such monitoring throughout the present century as humans have developed the potential technology to destroy the earth or even to create artificial life. A variety of scholars from the biological sciences, the physical sciences, the social sciences, and the humanities must examine each new discovery carefully. A balance of input is needed to ensure that our new knowledge does not compromise the dignity of the human spirit simply for the sake of science or greater efficiency. Science and technology can provide us with many of the answers to current dilemmas and can vastly increase human potential; yet without thought from our collective body of scholars, we take greater risks in applying that knowledge.

The increasing cooperation and concern between the arts and the sciences is perhaps best seen within liberal arts colleges, where such communication continues through the interaction of scholars within a single institution. Thus, the liberal arts scholar has been placed in a unique position for assisting young learners in understanding the concerns, relationships, and conflicts between technology and human life. The instructional developer working within a liberal arts college must, first, be aware of and support fully this unique educational mission of the institution. Second, the ID professional should seek to continue the dialogue with her or his academic colleagues, exploring the potential of instructional technology for furthering the teaching and learning goals of the college, and examining the ethical and social implications of using this technology to do so.

SUGGESTIONS FOR THE INSTRUCTIONAL DEVELOPER IN LIBERAL ARTS

The institutional developer anywhere must know his craft well and must be aware of new developments within it. The IDer who operates in the liberal arts, however, cannot overlook the importance of her or his own interpersonal skills. Terrell (1979) relates the value of "soft sell" interpersonal skills in the success of ID projects at her or his institution. Thus it is suggested that the IDer interested in promoting ID within the liberal arts base her or his approach upon interpersonal strategies, rather than upon strategies derived from the development process itself. A number of recommended strategies are presented below.

1. Promote the Liberal Arts Concept

There are a number of steps necessary for an instructional developer to take in promoting ID within liberal arts. The first step is to be an active supporter of the liberal arts. It is essential that the overall public, the potential student client, and administrators and faculty members in other colleges fully understand the mission, goals, and values of a liberal arts education. Every effort must be made to demonstrate to these groups that the liberal arts have always been concerned with the central issues of human life and existence as these issues have manifested themselves in the past, the present, and the future. Continual emphasis upon career education and professional training has recently done disservice to the liberal arts. Such training is essential, and is certainly the task of colleges as well as of industry; however, it must not be accomplished by sacrificing basic education in how to read, write, and think both competently and creatively. The liberal arts curriculum still remains the best educator in these areas. Only through interacting with the depth and variety of academic expertise in the arts, humanities, sciences, and social sciences which is available in a liberal arts institution can a human being develop the perspective and creativity required for her or him to successfully deal with the complexity of today's issues.

The role of the liberal arts in relation to the workplace must be recognized in a period when so much emphasis is being placed upon professional training. Jacobs and Phillips (1979) provide an excellent review of the history of higher education and the role of the liberal arts in America. They charge that traditional programs cannot provide the vocational training required to keep our nation and its economy strong. They argue, however, that only through the pursuit of two goals, first, the spread of literacy and knowledge, and second, the building of economic strength, can the relationship between education and workplace become complementary again.

Gomberg (1979), moreover, is skeptical of the claim that industry can provide its employees with an adequate general education. He states that "the freedom that successful worker education demands is constantly threatened by the self-interested objectives of the institution sponsoring and paying for the worker's educational eperience." He cites an example of a company that provided for its executives to take humanities courses at a local university. The company discontinued this practice when employees became more interested in the humanities than in their management concerns. It is clear that colleges and universities not only have superior resources, but also have a more objective viewpoint from which to teach than does either management or unions.

For many, it may be necessary first to demonstrate the value of a liberal arts education. Winter, et al. (1978), argue that the 2000 year-old contention that a liberal arts education is the best preparation for life should be tested empirically. Their study utilized operant tests in which subjects were required to operate upon material and develop their own answers rather than simply respond to pre-determined choices. Subjects were tested from three schools: a prestigious liberal arts college within a university, a four-year teacher education college, and a two-year community college. Students enrolled in the liberal arts program consistently showed significantly greater gains than did students in the other programs on the measures used in the study. The results of this study may be questioned, since the three student groups were drawn from three schools whose entrance criteria and program length differed greatly. Nevertheless, the concepts of testing the effects of a liberal arts education is a sound one and should be explored further.

ID specialists should support efforts to evaluate the effects of liberal arts programs and to publicize the results of such evaluations. First, through the validation of measures such as those developed in the Winter, et al., study, a valuable tool can be produced for use in comparing the effects upon students of a liberal arts program with the effects of a professional or career-oriented program, or with those of a less rigorous two-year program. Such measures may indeed be needed to show prospective employers that what liberal arts graduates may lack in specific job-related skills, they more than make up for in their ability to both reason and communicate more effectively than can graduates from other schools.

Second, the evaluation of the effects of a liberal arts program upon students is a necessary antecedent to a demonstration of the effects of ID upon liberal arts. Only when support of the liberal arts as a pivotal educational experience has been won, will ID, in turn, win the opportunity to prove that it can have a significant effect upon improving the effectiveness of the liberal arts program.

The ID professional, moreover, can be a valuable resource to colleges in assisting them with the promotion of both the liberal arts philosophy of education and innovative programs within the college. Publicity and public relations have long been held suspect by many in the liberal arts, but competition on campus between courses and departments has already lead to much internal advertising of courses and programs. Also, colleges are beginning to conduct more aggressive external recruitment campaigns using feeder schools and community groups, and are also competing for students through messages in the mass media. The IDer should help administrators in these efforts. First, ID skills might be used to assist the college in defining its missions and goals more clearly. Second, the ID specialist can assist administrators in their recruitment efforts by providing them with a thorough analysis of such potential students as high school graduates, working professionals, and retired persons. Third, the IDer, with the help of media specialists, can

work with administrators to develop presentations which can get the college's message across to the general public and to potential new students, as well as to colleagues in other professional schools within the university.

It is essential, therefore, that liberal arts colleges be able to demonstrate that their programs provide a superior education for a wide variety of students, and that they can grow and adapt in response to legitimate new educational needs of society. Only through such demonstrations can public support for liberal arts programs, as measured in continued enrollments, be expected to increase. And only under such conditions will instructional development be given the opportunity to demonstrate that it can have a positive effect upon the quality of the liberal arts program.

2. Work with Curriculum Committees

Instructional development specialists in liberal arts colleges should be represented on curriculum committees as new programs are designed and planned. In many colleges the person responsible for providing ID services to the faculty sits, sometimes in ex officio capacity, on such committees. This contact is essential in order to permit this person to exchange information with departments planning new or revised offerings and to act as a consultant on educational techniques. Only with this input to department or college planning groups, can the IDer have the opportunity to suggest alternatives, cite research results on similar projects, or assist the faculty in the initial stages of design: analysis of learners, problems, objectives, and needs.

In too many instances, the instructional developer is consulted only after the course content, methodology, and even administrative implementation has already been established. The instructional developer is then only able to assist at the level of media program development. Wider ranges of alternatives in teaching-learning styles, evaluation, and assessment procedures have been eliminated from consideration by this time, and ID is applicable only to the design of individual units or lessons within the predetermined course structure. It is important, of course, not to loose this opportunity to become involved, even at this stage. But future contact at earlier stages is possible once faculty members have the opportunity to learn what services are available and have become more comfortable working with their ID colleague.

It is important, however, that the developer be a meaningful resource person who begins her or his responsibilities at the beginning of course planning. With the complexity of new course approaches being considered today, the ID specialist should be recognized as an essential team member along with faculty content specialists, evaluation specialists, and even research specialists. If it is not politically or administratively feasible for the ID person to become an official member of curriculum committees, it is essential that s/he do all that is possible to offer assistance to both departmental and college-level committees. Interpersonal communication with committee members is especially useful in keeping in touch directly and indirectly with new projects in the college.

3. Work with Faculty Development Programs

Another area in which direct or indirect involvement should be a priority for IDers is the area of faculty development. Many colleges have begun to develop their own programs or resources for faculty development. Again, the ID specialist should be a resource on committees or should function as a consultant on course improvement projects and faculty development workshops.

Sometimes, a college prefers to promote faculty development efforts more indirectly. More success is often achieved if such efforts are part of a larger project. For example, if faculty members are recruited for a new curriculum project which differs from traditional teaching, there are always excellent opportunities to "build in" faculty development. Workshops can be given to acquaint new faculty members with the new procedures and methods. Those projects which use teams of teachers, perhaps even interdisciplinary teams, also have a large potential for such indirect faculty development. Faculty members get an opportunity to work together and to see novel teaching methods, styles, and approaches. The interaction and discussion between faculty members as they share their teaching experiences can be a valuable source of "faculty development." Such efforts can be even more profitable if the ID specialist is able to work with faculty teams as an additional resource.

While faculty development (FD) is concerned with issues beyond instruction alone, there are many overlaps in the purposes and methods between ID and FD programs. The IDer thus must work closely with those faculty members and administrators most concerned with and involved in efforts to assist the college faculty in improving their teaching potential. It may be necessary, however, to keep a low profile in this area. Some faculty members, usually the ones that most require help, may resent the suggestion that they need "development." Again, interpersonal contact with leaders can provide discrete opportunities for IDers to serve as a resource on projects without threatening or embarassing any of the teaching faculty.

4. Work with Other College Change-Agents

Within most colleges there are various faculty members and administrators who are actively attempting to introduce innovations into the teaching, research, or administrative functions of their institution. Such innovators, or change agents, should be the natural allies of the instructional developer. The task of the IDer is to

promote and develop changes in the instructional process. Often this can be a lonely and isolating role, particularly where faculty members are resistant to any change in time-honored routines or approaches. Thus, it is important for the IDer to search out colleagues who are fighting similar battles, whether they are involved in the design of new college courses, changes in the administrative organization, development of new curricular program offerings, or the revamping of a single course.

This alliance with other change agents within the college is important for three reasons. First, there is need for comaraderie among those who see constructive change as a vital and necessary task in the struggle for economic and philosophical survival of the liberal arts within higher education. Often such change agents are highly individualistic people who work long hours to see their projects completed. Too often the obstacles they face daily in cutting through the bureaucracy of the many committees, higher-level administrators, and service units is a frustrating experience. Some change agents inevitably become embittered by the process. Others become so narrowly focussed upon their own project that they lose their perspective with respect to the college's overall goals or other projects that may even be related to their own. The ID specialist is not immune to such bitterness or narrow focus, and should seek out others in his college in order to share problems, frustrations, and successes. More importantly, the IDer must not be isolated from other innovative people and projects throughout the college if s/he wishes to maintain her or his own perspective.

Second, the ID specialist is often in a unique position to provide an overview of what is going on throughout the college. Thus, s/he could serve both as an important linkage person between various change agents and as a resource person to them. With close communication with the individuals involved in new programs, the IDer can help colleagues by informing them of important contacts in other departments or service units. This is a useful function, especially on large campuses where faculty members in some departments may even be unfamiliar with some of the members of their own departments. Knowing the strengths of the human resources within the college is an essential role for an ID specialist. Furthermore, close contact with project directors, whether formally or informally, also allows the IDer to provide input to them concerning the nature of ID services that are available. Project writers should already be aware of such services, and the ID staff should already be included as resources within new curricular or instructional projects. However, often a project is underway before it staff realize the need for a better definition of goals, subject-content analysis, selection of teaching and learning alternatives, evaluative procedures, or other components of the development process. While this is a regrettable situation and might be considered back-door ID, if the IDer has been close enough to the project's staff to recognize their unanticipated problems, s/he will be in a better position to suggest the use of ID skills and resources to assist the project that is already underway.

The third, and most important, reason that the IDer should seek out other change agents and support change within the college is that without change in faculty attitudes there will be no instructional improvement or ID success. Nalbone (1979) suggests the use of simulations in faculty workshops to identify or define problems, generate solutions, select actions, and begin implementation. Such simulation experiences, he contends, could improve the faculty's "cognitive map" of the instructional process and lead to more successful ID experiences. Any support the IDer can give to those who seek more emphasis upon instruction within the institution should be given. Whether these efforts are in the form of professional workshops or of committee actions to change policies the ID specialist must do all s/he can to assist and support such needed change.

5. Promote and Support Funding Opportunities

Another important activity for the ID specialist is to keep in contact with research-and-development officers within the institution. A number of federal and private funding agencies fund projects which include instructional development activities. IDers should get to know contacts having funding information on campus, and when possible, in the agencies themselves. It is important to be able to identify funding sources for topics or problems which are priorities within the college and which require the development of instructional strategies and materials. Similarly, the IDer should also keep in mind the interests, strengths, and priorities of college faculty members and departments. Information can thus be relayed to faculty members so as to promote interest in new projects aimed at developing new instructional strategies.

Close contact with other college change agents, as mentioned before, can give the IDer entry into funding projects first initiated by individual departments. Often faculty members are unaware of how ID services can assist in both the writing of the proposal and in the implementation of the project. Good communication with departments as well as with reviewers of such proposals within the college can give the ID service the needed input in such proposals.

It is becoming more and more difficult for colleges to finance large instructional projects involving meaningful change in traditional instructional practices without external funding support. The design, planning, and production of resources which are needed to effect such change is costly in terms of faculty and staff time, as well as in materials. External grants are thus the only opportunity many colleges have to employ full-scale ID. There are certain advantages to this approach, beyond the obvious monetary ones, for

the resident IDer.

Outside funding sources often place criteria upon a project which are more rigorous than those envisioned by the originating faculty members. To win funding, faculty must develop a truly innovative approach to the solution of a significant problem. This "stretching" of imagination often leads to creative solutions not previously tried within the college. Also, such projects demand a level of design, planning, interdepartmental team work, and evaluation of results not often attempted within existing academic settings. Such external criteria often make the work of the ID specialist much easier. It is the agency which sets the criteria, not the IDer. Thus, the IDer may operate more freely as a colleague of the content specialists without being cast in the role of task master.

In looking for funding opportunities it is necessary to keep in touch with the funding priorities and guidelines of specific agencies. Priorities shift over the years as new problems are addressed. Currently, there continues to be a strong interest in minority educational opportunities. New guidelines give priority to projects aiding various Hispanic groups, Native Americans, and new Asian refugees, as well as Blacks. The recent changes in laws for the handicapped have lead to new grants aimed at "mainstreaming" disabled people into regular programs within all institutions. Other formerly neglected groups for which funding has become available include women, the gifted, the aged, and adult learners.

Funding agencies also often have priorities in terms of new curricular or instructional content or approaches. Over the last decade there has been an ever-growing need for providing instruction in the basic skills, both in language and in mathematics. This need appears to be continuing into the eighties with more than 50% of entering students failing basic competency tests in many institutions. New methods and more research is obviously required to solve this problem at the college level. Along with language and learning evaluation specialists, the ID specialist must be employed to develop and implement projects to assist students in achieving these basic skills.

Another curriculum priority in which the IDer should become involved is the renewed interest in providing students with a core curriculum. During the permissive sixties requirements for coursework were largely eliminated. By the late seventies, colleges began reversing the trend and requiring new general-studies courses. Some agencies have now made funds available for innovative approaches that can give students a better grasp of the range of historical, cultural, social, and scientific knowledge which has been developed throughout our world.

Other agencies stress the use of new strategies or resources in their funding priorities. The National Science Foundation, for example, is looking for application of new technologies such as the computer, lasers, the videodisc and satellite television communication to solve instructional problems in the teaching of math and the sciences. Often such agencies are anxious to fund projects which develop modular units or individual learning packages that can be used beyond the developing institution. The portability of these units is becoming more of a critical factor since the development of instructional materials using such technologies has very high initial costs. The trade-off for such projects, however, is that once developed, they are easily transportable at lower costs.

The Fund for the Improvement of Post-Secondary Education, as its name implies, looks for projects to assist faculties in implementing change within their institutions. Such faculty development grants are another important area of concern for the IDer. Osterman (1979) and Klein and Doughty (1980) describe the results of two F.I.P.S.E. grants in promoting ID activities in their own institutions. Any activity which brings in outside consultants and provides workshops, discussions, and training for improving teaching and learning activities can assist the ID specialist in her or his role with the faculty. Involvement in such projects also provides visability for the IDer and gives her or him future access to faculty members who are motivated to make changes in their instructional planning as a result of such faculty development projects.

CONCLUSIONS

Unless liberal arts instructors can adapt and develop their rich reserve of knowledge by utilizing the numerous technologies that are now at their disposal, they will lose their preeminence within higher education during the next ten years. Use of technology by the liberal arts need not threaten the basic content of our intellectual heritage as it has been defined and redefined over the years. Nor must technology necessarily dehumanize our human spirit and understanding. Change is not so much needed in the basic content of a liberal arts education; the changes that are most needed relate to approaches to that content, as well as to the methods by which that content is communicated to learners. Instructional development is a technology, but it can be a humanistic one that is based upon reasoned cosideration of all types of resources: human, print, media, and machines. Its function is to find the best mix of resources for reaching a stated educational goal. This requires pulling together scholars from many areas: subject content, learning theory, instructional design, media and communications, and assessment, among others. Using this team approach allows a dialogue to occur where only one person might have been involved in a traditional situation. Any technology that can allow for more human consideration and ultimately create added diversity in resources and choices must be more humanistic and rational than any approach that must rely upon the wisdom of one isolated specialist.

If the liberal arts faculty cannot utilize their many skills and apply them to the problems and educational needs of a developing society, then these issues will be resolved by others. The private sector will continue to provide for its workers, its consumers, its neighbors, and all those adults who actively seek further learning experiences. Both the liberal arts and those instructional developers who serve them are in a unique position to address these needs, if they choose to overcome old stereotypes and obstacles to cooperation.

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